University Of Alberta
0 0000 56343 65
CURRICULUM
DS
10
G 13
v.001
TCH.GD.
c.2
CURR

TEACHER'S GUIDE

CHINA'S WAY

The commune as an idea for change

AUDREY McKIM

DS
10
G13
v.001
tch.gd.
C. 2

CURR

Our World / STUDIES OF ASIA

INVESTIGATING OUR WORLD

Titles in this series

WORLD COMMUNITY STUDIES
- THEN AND NOW IN FROBISHER BAY
  - FROBISHER BAY KIT
- WHEN GRANDMA AND GRANDPA WERE KIDS
- BERN: CITY IN THE MOUNTAINS
- LIVING IN A NORWEGIAN VILLAGE
  - LIVING IN A NORWEGIAN VILLAGE (PICTURE PACK)
- DOWN UNDER AT BARWIDGEE
- SAFARI TO SEROWE
- HOME ON THE RANGE

STUDIES OF MEXICO, CENTRAL, AND SOUTH AMERICA
- A VILLAGE IS A WORLD
- INTO THE EYE OF THE GIANT
  - VOICES FROM BRAZIL (CASETTE)
- PANAMA: THE ISTHMUS, THE CANAL AND THE COUNTRY
- AN EJIDO IN MEXICO

STUDIES OF AFRICA
- PYGMIES OF THE ITURI FOREST

STUDIES OF ASIA
- KIBBUTZ ON THE NEGEV
- CHINA'S WAY: THE COMMUNE AS AN IDEA FOR CHANGE

Ex libris
universitatis
albertaensis

Alberta Heritage Savings Trust Fund
Library Development Grant

LIBRARY
UNIVERSITY OF ALBERTA

Through inquiry the child finds ways of thinking about things, about people, about the relationships among things and people, and about himself. Differentiating, analysing, ordering, and synthesizing experience in new ways becomes his way of life in school. Those active minds that society is seeking will then be there for the asking. And the children, with a confidence born of victory, will approach each new problem with an eager heart.

Wilfred R. Wees, THE WAY AHEAD. (Quance Lectures In Canadian Education, 1967)

INVESTIGATING OUR WORLD

This program represents a new approach to the teaching of Social Studies. Traditionally, much Social Studies instruction has been of an expository nature, with considerable reliance on textbooks—and with the teacher often playing the more active role. These studies depart from that pattern, in ways that offer challenging opportunities to all.

The studies have been specially organized to arouse the interest of pupils, and to help them discover the delights of being responsible for their own learning. A wide variety of evidence invites them to investigate, express their own ideas freely, defer judgment, predict outcomes, evaluate—and thus learn the skills needed to solve social problems or make decisions about issues which influence their lives.

The teacher's role is to guide and stimulate inquiry. Being free from the old concern about "covering a course," she can enter with her pupils into the fun of searching for clues that might unravel problems. She can allow them time to *discover* by themselves what she would have *told* them in a conventional program. In the process, both teacher and pupils find that this way of learning is an individually rewarding experience.

Much of the emphasis in the program is on the understanding of human relationships. Each study portrays significant aspects of life in an objective but realistic manner. Pupils learn to recognize their own culture as but one among many—each with its own customs, traditions, and values. Successive experiences help them develop tolerance toward cultural differences, and an appreciation of the aspirations and achievements of other people. We believe that this emphasis helps pupils acquire a better understanding of themselves and contributes to the development of the kind of world understanding that society requires.

COPYRIGHT © GAGE EDUCATIONAL PUBLISHING LIMITED, 1973 PRINTED AND BOUND IN CANADA

2870993

What are the objectives?

Skills for learning

The increasing complexity of life makes it imperative that the intellectual potential of children be developed fully. The improvement of the ability to think critically is a central purpose of this program, and one which pervades all activities. The teaching strategies employed throughout these studies are designed to give pupils numerous opportunities to exercise and develop the total range of thinking skills. (Illustrations of the emphasis given to thinking will be found in the succeeding sections.)

Children also need training in other skills which are most effectively taught as part of the Social Studies program. Included among these would be the skills required for locating and organizing information, map skills, expressional skills, and the ability to work alone or co-operatively with others. Opportunities to acquire progressive mastery of these skills are provided throughout the different studies.

Knowledge for understanding

Knowledge has increased to such an extent that mastery of even a small proportion of it has become difficult. Yet pupils must have command of certain basic information if they are to understand themselves and adjust successfully to their environment. The indiscriminate memorization of facts will not serve this purpose. Instead, important facts and ideas must be organized in some simple and orderly fashion. Most educators believe the best way to do this is to help pupils perceive the relationships among facts and ideas, and thus discover the governing concepts and generalizations. Knowledge gained and structured in this way is better understood, more easily retained, and can be used more effectively to discover new knowledge.

Each study concentrates on important generalizations from one or two of the Social Sciences. Collectively, the total program introduces and helps the pupils discover essential principles from economics, political science, anthropology, and sociology, as well as from history and geography.

Values for living

Conflicting viewpoints and contradictory human behavior make it difficult for young people to determine what is right, good, or important in life. They need guidance if they are to relate to the present and the uncertain future in a clear and purposeful way. For these reasons, a study of values, and particularly the valuing process, occupies a foremost position in this Social Studies program.

In the program, pupils develop their own values by being given opportunities to learn the processes involved in value formation. These processes involve the use of many higher levels of thinking. To identify values, pupils need to learn how to see through the emotions and prejudices which cloud many issues. Skills of analysis, including those of elementary logic, are needed to isolate the key factors in situations. The ability to evaluate the consequences of alternative courses of action is also required to arrive at rational decisions.

Opportunities are provided naturally in the studies to help the child (1) become *aware* of how his values and those of others are determined; (2) develop *respect* toward other viewpoints; (3) acquire *competence in the processes* by which values are derived; (4) grow in his *willingness to modify* his views as his experience widens; and (5) have the courage to *affirm and commit* himself to those values in which he believes.

The skills that the pupil masters in these studies will enable him to acquire knowledge. Knowledge will help him understand the forces that motivate human behavior. His understanding of values and the valuing process will help him determine how skills and knowledge should be used. The balanced control of skills, knowledge, and values will contribute to his competence as a responsible citizen.

What are the teaching strategies?

Ensure pupil involvement

Achieving maximum pupil involvement in the studies is a co-operative undertaking between the pupils and the teacher. The teacher has the responsibility of initiating and motivating the study. As the study progresses, she provides guidance as needed, and helps pupils evaluate their efforts.

At the same time, full pupil participation is encouraged. During the initial stages, the pupils should be involved in determining what problems should be investigated, what procedures should be followed, and what activities might be undertaken. At later stages, they will become involved with unexpected problems and with working out plans to solve them. Such participation appeals to children. It helps them to regard the study as something of their own.

Organize the study

In these studies, a variety of approaches merits consideration. Pupils and teacher may wish to engage in a study on a whole-class basis. They may decide to divide into several groups, each group to work on separate sections of the main topic. Or again, the class could divide into two groups, to study separate communities for purposes of direct comparison.

Provision of an adequate number of pupils' booklets is considered essential to the purposes of the program. Using his own copy of the study, each pupil can pursue his research independently and thus gain more confidence in his own ability.

Enrich the study

It is important to enrich the children's experience by collecting and displaying reference books, stories, and articles which are relevant to the study. Plans should also be made to arrange for field trips, resource visitors, and the loan of pertinent film strips, films, and other teaching aids. Such advance preparation and planning help to increase the benefits pupils can derive from these studies.

Later, the pupils will assume more responsibility by bringing new information and materials to maintain and amplify the exhibits and other aspects of the study. Such involvement is another means of maintaining interest; it gives pupils an opportunity to use their special talents. Many suggestions for supporting activities are contained in this Teacher's Guide.

Guide discussions

Discussions are an important type of involvement; they provoke thinking as well as help the pupils learn some of the courtesies of group activity. If the children are unaccustomed to conducting group discussions on their own, it is probably advisable for the teacher to "chair" the earlier sessions. Later the pupils can be allowed to proceed by themselves in both small and larger groups. Recommended procedures include the following:

1/
Create an atmosphere where the pupils will feel free to express their own views, raise questions, invite and accept constructive criticism, and exchange findings with each other.

2/
Establish the principle that the discussions should be among members of the group and not a dialogue between the teacher and individual pupils.

3/
Give the pupils plenty of time to think through their ideas and avoid critical remarks which will discourage future participation.

4/
Join the discussion when procedural help is needed, or when the discussion should be directed to other lines of reasoning or other topics.

"You couldn't learn anything if the teacher told you everything."

AN ANONYMOUS
YOUNG PHILOSOPHER

Ask thought-provoking questions

Questioning techniques are properly regarded as the basic tools of the inquiry method. It will be noted that many of the questions in the studies require levels of thinking that will "stretch" the pupils. It has been found that pupils soon adjust to the new demands on them—in fact, they often surprise us with the maturity of their insights when given a chance to consider difficult questions. Some of the general guidelines of questioning techniques used in these studies are listed on page 4.

1/

Varied questions to meet individual differences but sufficiently challenging to extend all pupils.

2/

Questions that require pupils to use thought processes above the level of memory or recall.

3/

Questions to stimulate pupils to examine their own values and attitudes.

4/

Open-ended questions (for which there are no "right" answers) to encourage exploration of numerous possible answers.

Evidence shows that the use of higher level questions stimulates more thinking, makes information more meaningful, and results in better achievement. The practice also tends to encourage the pupils to use more penetrating questions themselves in classroom discussions and in their private pursuit of knowledge.

Develop values

Teachers are discovering the potential in Social Studies for value development. Newer procedures show how children may be helped to clarify their thinking about values. The suggestions offered here indicate very briefly some of the approaches which help teachers attain one of education's most important goals.

1/

Plan for value discussions in advance.

Impromptu consideration of value-laden topics may leave some pupils unprepared to participate profitably or gain little more than a superficial understanding. More benefit is usually secured when adequate data has been collected and questioning procedures have been determined beforehand.

2/

Provide a comfortable atmosphere.

The child should be discouraged from looking to his teacher for the "right" answers. Instead, a climate should be created where the child is encouraged to express his ideas and feelings freely.

3/

Don't avoid controversial topics.

Our natural reluctance to bring debate into the classroom ignores the realities of life. Subject to the limitations of age and experience, such adverse aspects of human relations as poverty, prejudice, and discrimination can be discussed fairly and objectively. They are things about which the pupils are entitled to know if they are to learn how to handle such in their own lives.

4/

Routine teaching won't change attitudes.

Research has shown repeatedly that the ordinary treatment of Social Studies topics does little to change or modify the attitudes that children form. Only experiences which evoke fairly intense feeling and which are followed by immediate self-evaluation have any appreciable effect.

Evaluate growth

The changes in emphasis reflected in this program necessitate corresponding changes in evaluation procedures. Conventional tests can be used to measure knowledge and skill achievement, but different procedures have to be devised to estimate the less tangible aspects of growth. Growth in thinking ability can be measured to some extent by noting pupil responses during discussion sessions. **Are the pupils volunteering more ideas? Giving reasons for their opinions? Asking better questions? Showing more openness in their attitudes?** How pupils feel about things is also determined through questioning and observation of behavior during activities in and out of school.

Let the main ideas which are introduced into a child's education be few and important, and let them be thrown into every combination possible. The child should make them his own, and should understand their application here and now in the circumstances of his actual life.

Alfred North Whitehead, THE AIMS OF EDUCATION

CHINA'S WAY

The commune as an idea for change

China's ancient culture and its astonishing achievements during its long history have always been fascinating subjects for study. When we also consider what its present government has apparently been able to accomplish, we realize that efforts to understand what is happening have become a matter of great importance to all of China's world neighbors.

Any attempt to help elementary children gain a *true* understanding of China today is hindered by numerous obstacles. Many pupils will have already acquired attitudes that make it difficult for them to approach the study with an open mind. It is hard even for adults to be objective about an experiment which is in conflict with many Western beliefs and principles. Added to this difficulty is the fact that the tremendous changes that have occurred since 1949 have rendered many older books about China obsolete. Conflicting statements by various observers only increase the difficulty of discovering what is really happening and how the people feel about the changes that are taking place.

Obviously "China" is too large a subject for elementary children to comprehend its complex nature in an introductory study. Instead, it was considered more realistic to introduce them to life in China through a study of an agricultural commune that illustrates the conditions under which a great majority of the people live. One added advantage of this approach is that the commune concept typifies the idealogical changes China's leaders are attempting to implement.

The author has attempted to be as objective as possible in preparing this study. All factual material has been carefully checked for accuracy by authorities who are familiar with the conditions described. The study has been organized to encourage the pupils to form their own opinions about what they see and read. As the treatment is not exhaustive, the teacher may wish to supplement the text with information from other sources. Other teachers may wish to broaden the study to include consideration of other aspects of China's life. Whatever course is followed, the author hopes that her study will provide a start, at least, *toward* a better understanding of one of the largest sections of the human family.

Discovering Generalizations

An important purpose of all modern social studies programs is to help pupils to increase their ability to reach reasonable conclusions or to generalize independently on what they learn. The study is organized to encourage pupils to ask questions, express opinions, evaluate evidence, and make tentative observations throughout the study. It is expected that the ability to understand and express themselves about basic ideas of the study will vary considerably among individual pupils. The important thing is that all pupils should be encouraged to try, even though their first efforts may be awkward and possibly inaccurate. Research indicates that generalizations are best understood when they are discovered and expressed by pupils themselves.

A great variety of generalizations derived from geography, history, and other social sciences can be stated from the study. We have included here a few basic understandings which pupils should be encouraged to state in their own words. The list could be easily extended to accommodate many other generalizations that the teacher might wish to develop.

China has had a longer continuous history than any other nation in the world.

China is a large country with a great diversity of climate, land forms, resources, and industries.

The different environments in China influence the way the people adapt to or modify them to meet their needs.

Chinese culture is of a very high order, and it has contributed to other cultures.

The Chinese are extremely hard-working and energetic people, who still find time to enjoy sports and cultural activities.

China has a communist type of government which has worked out rules to regulate the behavior of the people and plans to protect their interests and manage their affairs.

A majority of China's people live in communes which are large districts divided into sections run by brigade leaders according to communist principles.

In spite of differences in government, ideas, and customs, the Chinese people have the same basic feelings and same needs as people everywhere.

It is possible to live together successfully in many different ways.

STRUCTURE AND DEVELOPMENT OF THE STUDY

The suggestions in this guide are offered partly to indicate helpful techniques and partly to indicate what purposes the author had in mind in preparing and organizing the study. It is hoped that teachers will feel free to modify and supplement them with ideas and materials of their own. Although the materials have been organized to reflect modern objectives, and particularly the use of the inquiry method, the teacher is still the key to successful learning. Only through her enthusiasm and imaginative direction does a study "come alive" to provide pupils with worthwhile experiences.

STRUCTURE OF THE STUDY

Several innovations have been introduced into the organizational pattern of this study to help simplify and facilitate inquiry into a complex subject.

1 Pupils are introduced to the study through an original story, "'A New World for Wu Ling," specially designed to establish empathy by revealing the aspirations of the people and how they feel about many aspects of their life.

2 Instead of attempting to develop comprehension of the commune concept as a whole, the major portion of the study concentrates on an examination of a brigade area and its operations.

3 A resource section on life in "Old China" has been added to serve as a source of convenient reference. It is designed to give pupils perspective and a basis for comparison between the old and the new.

It is recommended that teachers should familiarize themselves with the main features of the study beforehand, so that their guidance of pupil investigations will be most effective.

The following notes list the main sections and sub-sections of the study, and indicate briefly the purposes for which they were included :

SECTION 1 *(inside cover, page 1)*
INTRODUCTION

To arouse interest and orient pupils to the study. A picture showing machinery in use was selected to help correct the common impression that all work in China is done by primitive methods and with human labor.

SECTION 2 *(pages 2-9)*
A NEW WORLD FOR WU LING

Authentic, specially created story to help pupils identify with China's people by revealing their thoughts, problems, and conflicts in a hypothetical but plausible situation.

SECTION 3 *(pages 10, 11)*
THE CHINGSHAN COMMUNE AND THE HO BRIGADE

To use factual data as a means of introducing the Commune concept, and, at the same time, distinguishing it from the Brigade areas into which communes are divided for more efficient operation. *The Chingshan Commune is not an actual place but otherwise is typical of other communes in the area.*

SECTION 4 *(pages 12-21)*
COMMUNE LIFE

To acquire knowledge through factual data, photographs, and interesting footnotes about important features of commune life—family, homes, food, education, work, and culture. Exercises are introduced to stimulate further research, make comparisons, and provide a basis for conceptualizing about a way of life which is different from the pupils' own in many respects. To discover something of the attitudes of the people toward the changes being made in their lives and how the pupils react to the same changes.

SECTION 5 *(pages 22-25)*
"WALKING ON BOTH LEGS"

To develop an appreciation of the practical and often ingenious methods used to utilize available resources (including human resources), to achieve goals. To provide training in interpreting maps and charts, and to give opportunities to make inferences, see relationships, and evaluate the efforts of the people and their leaders.

SECTION 6 *(pages 26-27)*
TWO REVOLUTIONS

To provide simple explanations of the sequence of revolutionary changes that have taken place in China; to distinguish between phases and establish their chronological order. The section is optional, but was included to help give pupils a better perspective against which to make their own judgment of the various developments.

SECTION 7 *(pages 28-33)*

A six-page review, to help pupils clarify concepts and personal values in terms of what they have learned. New evidence is supplied to help correct any misconceptions that might have developed. Exercises emphasize the importance of reading between the lines to detect bias or propaganda. Opportunities are provided to evaluate divergent viewpoints, think critically, and classify and label data as a basis for generalizing. Continuing interest in China is encouraged.

SECTION 8 *(pages 34-39)*
OLD CHINA
A LONG HISTORY A COMPLEX SOCIETY AN ADVANCED CULTURE

The factual summary of China's history, society ,and culture prior to the revolution in this section provides a convenient source of information. It is designed to help pupils make comparisons, discover the basis for the people's pride in their culture, and explain some of the conditions and conflicts leading up to the revolution.

DEVELOPMENT OF THE STUDY

Initiation

Various procedures for stimulating interest in China will present themselves to the teacher. Any of the following would be suitable:

Arrange to show an appropriate film, or a selection of slides taken by some member of the community who has visited China.

Have a discussion to evoke knowledge and current impressions pupils may have about China.

Prepare a copy of the following quiz on China for each pupil. The teacher may wish to add questions prompted by the preliminary study of the pupils' books. Suggest to the class that the quiz will give the class some idea of how little, or how much, they already know about China.

1 Chinese civilization is about 3000 years old ☐ about 1500 ☐ about 5000 ☑.

2 China is about the size of Africa ☐ of Canada ☑ Australia ☐ Europe ☐.

3 About how many people live in China? 75 million ☐? 800 million ☑? 350 million ☐?

4 Most people in China live in the country ☑ in the cities ☐.

5 Chinese make up one quarter ☐ one half ☐ one seventh ☐ of the world's population.

6 Chinese people are free to travel abroad. True ☐ False ☑.

7 Anyone can visit the People's Republic of China. True ☐ False ☑.

8 "Return everything you borrow." This rule of conduct comes from the Bible ☐ the Boy Scouts' Manual ☐ Mao Tse-tung's Little Red Book ☑.

9 The Chinese invented firecrackers. True ☐ False ☐.

10 What question would you like to have answered about life in China today?

Answers: **1** 5000 years old. **2** Canada. **3** 800 million. **4** About 80 per cent of the people live in the country. **5** One quarter of the world's population. **6** False **7** False. **8** Mao Tse-tung's Little Red Book. **9** True.

Suggestion: Give the same test or one similar to it at the end of the study to measure growth.

Map orientation exercise. Have pupils study the map on the back cover. Questions such as the following will help to direct their inquiry. On what continent is China located? What countries are found along its boundaries? What does the map tell you about the surface of China? Why would the climate be different in the various parts of the country? How can you tell? Two world-famous structures made by the Chinese people are shown on the map. Do you know what they are? (The Great Wall and the Grand Canal.) By what route would you travel to get to China? What kind of transportation would you use? How long do you think the trip would take?

Preparation for enrichment

While interest is being aroused and preliminary enquiries are being made, the teacher may wish to begin collecting additional resource material for enrichment. The pupils can help in gathering appropriate books, pamphlets, pictures, newspaper articles, curios, films and filmstrips, and other aids which may be available. Persons in the community who have knowledge of China, both past and present, could be asked for their assistance as research visitors for various sections of the project. Those who have travelled in China could be invited to speak and to show slides. Pupils might interview such people, asking questions that have been prepared in advance by the class as a whole.

In both the pupils' book and the teacher's guide are short lists of books recommended for further reading. Many others on this currently popular subject are usually available in school and public libraries.

Note: It would be a good exercise to have pupils check the dates and the author's qualifications, for all books and articles brought to the class.

Planning for group and individual research

In dealing with such a large and complex subject as China, there are many avenues of research open to the class. Pupils who have a special interest in a subject, such as sports, agriculture, geography, politics, art, music, or drama, may enjoy doing extra research at appropriate places in the study. Together, the teacher and the class may plan for this.

The teacher may wish to guide pupils through the study on a whole class basis, or divide the class into groups according to their interests.

Questions and ideas expressed during the study can become bases for further research. For example:

- The similarities and differences between China's revolution and those which have occurred in other countries.
- China's contribution to the world of science.
- The life of Mao Tse-tung.
- A study of the life of Norman Bethune, Canadian doctor who is revered in China.
- The importance of China in the world community.

Activities to increase understanding

Pupils enjoy expressing their ideas through art, music, and drama. Participation in such activities helps to increase the pupils' understanding and empathy and often fosters respect for the deeper feelings of the peoples being studied. Some of the following suggestions may appeal:

- Prepare illustrated scrapbooks on subjects of special interest.
- Construct murals and friezes showing the developing work of a brigade on a commune, from the area of a small village and its surrounding land to its growth as a productive commune.
- Listen to Chinese music. Attempt to create verse and poetry that is suitable to the culture.
- Write a short play that presents some aspects of Chinese life. Act it out before the class.
- Use role playing, taking various parts of people in a commune who have a problem to solve.
- Hold simulated debates between people of the western world and citizens of the People's Republic of China.
- Interview people in the community who have knowledge of China.
- Study in detail current photographs and newspaper pictures of China.
- In January, 1973, hundreds of Chinese crowded into the National Art Gallery in Peking to have their first look at the life and culture of Canadian Eskimos. They were surpised to find that there are similarities in appearance, and in art and life style, between the people of Canada's Arctic and the Mongolian people who live in China's own frozen north land.

  Pupils may be interested in finding out why this is so.

Questions to improve thinking

Many of the questions are designed to encourage the pupils to use successively higher levels of thinking. Among them are questions that require pupils to:

recall information;
translate information into their own words;
interpret data;
apply knowledge;
analyse problems;

synthesize or do original thinking; and evaluate evidence objectively.

The teacher will, of course, need skill and resourcefulness in guiding pupils through the different levels of thinking. Terms may have to be clarified, and sometimes questions may have to be rephrased, to enable the pupils to master the thinking processes involved. Examples of the above seven types of questions have been carefully integrated into this study.

Evidence suggests that efforts to improve thinking ability through the use of better questioning techniques provide benefits in two ways, First, better questions encourage better thinking and make information more meaningful. Secondly, better questions tend to get students into the habit of asking better questions themselves.

Types of questions used throughout the text include the following:

TYPE	ILLUSTRATIVE EXAMPLES	PAGE
MEMORY—recall	Why did Ling's father send him to visit relatives? (poor health, government policy, learn importance of farm work)	9
TRANSLATION—changing information into another form	"A revolution is not a dinner party." Explain in your own words what Mao's quotation means. (People resist changes and violence often results.) ✓	27
INTERPRETATION—discovering relationships	Which village has the largest population? (village with largest number of buildings). What is the main crop? (rice, as revealed by legend and picture) How do people go from place to place? (roads, pathways) How would you describe most of the land? (flat with hills to north)	10
APPLICATION—applying known information to a new situation	Suppose a storm tore down some buildings in Mingshui and littered the streets with rubble. How would the members of the Ho Brigade go about repairing the damages? (People would likely do repairs co-operatively under direction of brigade committees. No wages involved.) ✓	19
ANALYSIS—a most important category of thinking—requires logical thinking and identification of main factors in a problem	Some scholars consider people to be China's greatest resource. Would you agree or disagree with this viewpoint? (Urgent need for food, clothing, shelter,—can't wait until enough machinery available—great supply of human labor.) ✓	25
SYNTHESIS — calls for divergent thinking. Old ideas and facts put together in new and original ways.	If the Red Guards tried to persuade you to agree with them, what would you say in reply? (China's conflict over old thinking, old customs, old ways, and old culture should provoke some interesting value discussions among pupils of other cultures.)	27
EVALUATION—judging the pros and cons—one of the highest levels of thinking.	Can we say one way of living is better than another? Why or why not? (A real test of objectivity! How to define "better"—in terms of material goods? health? opportunities? government? happiness? The discussion should stimulate a wide range of thinking, including increased awareness of values.)	33

Culminating activities

Even as the study is being initiated and developed, teacher and pupils will be thinking of interesting ways of concluding the study, to demonstrate what has been learned. Such advance planning adds extra zest to the study, besides ensuring that the activities will be directed toward definite goals.

A common practice is to plan for a simple program. This study offers many possibilities in this direction. Pupils usually enjoy participating in the planning—deciding what to do, and what to include. The agenda for such a program could contain such items as:

1 A dramatization of the story, "A New World for Wu Ling," with such additions and modifications as result from ideas picked up from the study.

2 A documentary on Chinese communes, presented as a radio or television program, encompassing some of the important concepts discovered during the study.

3 An open-line program, in which pupils "phone in" to a group of children chosen as experts on certain aspects of Chinese life.

4 A simulated trip to China, with some pupils assuming the role of Western visitors and some taking the part of Chinese people chosen to explain life on a commune.

Variety can be introduced into the program through demonstrations of Chinese folk dances and festivals, the singing of Chinese songs, and a display of the models, posters, friezes, and other materials the pupils have prepared.

Note: Extra benefits can be secured if the parents, and pupils from other classes, are invited to watch the program, as members of the class explain what they have done and learned.

Continuous evaluation

During the study, the teacher will wish to evaluate growth in the skills, knowledge, and values that are being developed. Growth toward some of the objectives can be evaluated through teacher-prepared tests. Growth toward others, of a more subjective nature, can be evaluated, in part, by observing behavior in terms of such questions as the following:

Do my pupils show increased ability to think at higher levels, reason logically, and discover main ideas by themselves?

What knowledge have they acquired that they did not have before?

What attitudes appear to be changed or modified as a result of this study?

Are pupils more open-minded and willing to listen to the ideas and opinions of others?

Are pupils becoming more competent in identifying problems and in using orderly procedures to solve them?

Are pupils showing more willingness to express divergent opinions and learning to support them with good arguments?

COMMENTS ON SELECTED SECTIONS

Introductory pages

The cover picture, contributed by Audrey Topping, and the picture on the introductory pages were purposely selected to provoke an attitude of inquiry among pupils over some of the conceptions about China that they may have already formed. Mrs. Topping, whose father, Chester Ronning, was born in South China, has made many trips to

China to record on film the changing patterns of life. The picture on the inside front cover and page one, depicting the introduction of mechanization into rice planting, was donated by the editors of *China Pictorial,* Peking.

A brief discussion of these pictures will serve to prepare pupils to analyse and evaluate other changes they will discover as the study proceeds. The discussion should invite opinions about the advantages and disadvantages of old ways *versus* new ways of rice planting, and speculation about why machinery is not more generally used. Subsequent pages will reveal that the Chinese are a very practical people. They have decided that they must continue using old methods while they introduce better ways as quickly as they can. The implementation of this philosophy is explored more fully in the section "Walking on Two Legs."

A new world for Wu Ling (pages 2-9)

Purpose of the story. One of the best ways to introduce a different culture to young people is to help them identify with children of about their own age who live in that culture. The story of Wu Ling is based on careful research and has been checked for accuracy by authorities who are familiar with contemporary Chinese patterns of living and thinking. The story will prompt a variety of questions and comments that can be used to strengthen their understanding:

In what ways are rural and urban life in China alike? How are they different?

Is there any conflict between old and new ways of living? Ways of thinking? Give examples.

Do the people seem to approve of what their leaders are doing? Give reasons for your answer.

In what ways is life on a commune different from life on a farm community in your country?

Suggested procedure. The story could be read first for interest and enjoyment. It can be read individually or used as a dramatic reading by seven or eight pupils with a narrator to give continuity to the story, and the direct quotations of characters on the commune read by other pupils. Name cards of the characters may be worn by the readers for easier identification by the class. A preliminary practice of the dramatic reading is essential for a good presentation.

A general discussion might follow the reading, and questions and comments that arise listed and referred to again as the study develops. Similarities and differences may be noted between the life of Wu Ling and the lives of the pupils.

The questions listed at the end of the story in the pupils' book (page 9) may be answered in written statements. Pupils should be encouraged to justify their answers by providing evidence or logical reasons. Where the evidence is limited, pupils should acquire the habit of qualifying their answers.

THE CHINGSHAN COMMUNE (page 10) and THE HO BRIGADE (page 11)

This section has been included in the study to help pupils visualize the commune concept, and at the same time to enable them to distinguish between this concept and the brigade concept which is one of its components. The commune can be compared to a large rural municipal district in other countries, whose numerous villages are administered by a central authority. Reference to the information on pages 28 and 29 will reveal that communes vary considerably in size, activity, and location.

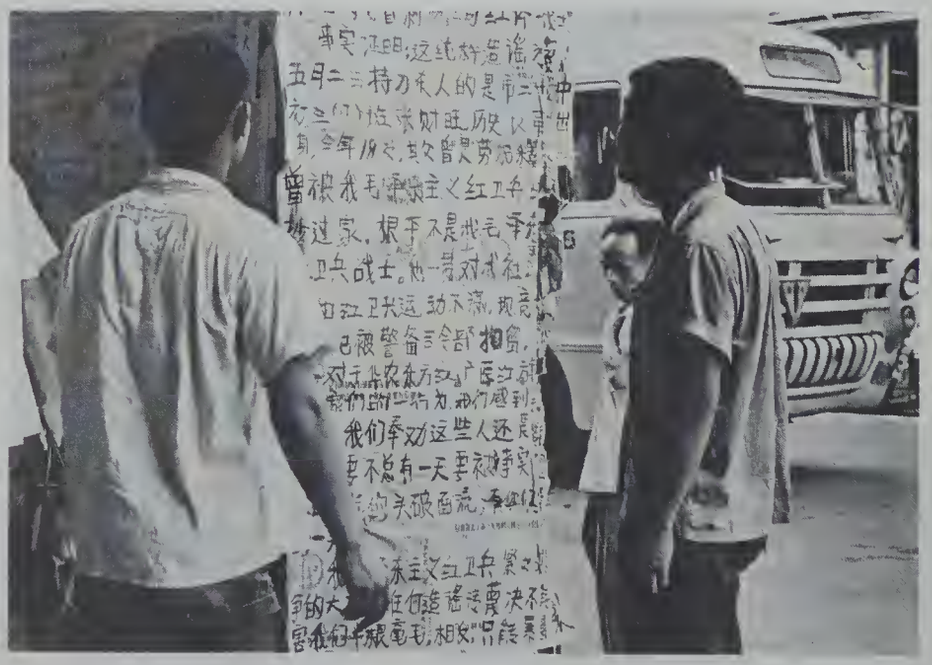
The Chingshan Commune is not an actual place, but otherwise is an authentic description of typical communes in the rice growing regions of South China.

The term "brigade" refers to an administrative area within a commune, or to a group of people who are engaged on a particular project, such as making a reservoir. The description on page 11 of the operation of the Ho Brigade is designed to be self-explanatory, but further clarification may be needed in some cases.

Related exercises. 1 Have pupils construct a large map of an imaginary Chingshan commune "district" and divide it into nine brigade areas including the Ho Brigade area. **2** Have interested pupils make a sand table model of the Ho Brigade area, based on the map and on other information provided in the text. **3** Encourage pupils to use the language chart on page 32 to discover the English equivalent of the village names shown on the Ho Brigade diagram. **4** Have individual pupils report on the nature of communes and brigades from other sources, for purposes of comparison and for clarification of the concepts.

CHINA NOTEBOOK (page 12)

The pupils' text includes a number of items of general interest in separate boxes entitled "China Notebook." Some of them may prompt pupils to conduct further research. A class note book may be used to record these and other interesting items that the pupils discover as the study progresses.



A CLASS PROJECT: Tazibaos (page 13)

It is hoped that the current enthusiasm among the Chinese for this form of news dissemination can be utilized to enliven the ordinary classroom bulletin board display. Large-character announcements, statements, posters, and photographs can be added to the display periodically, or whenever a new idea or topic is brought up. The completed project will serve as one means of reviewing the study, as well as being an attractive part of the final display. An "action committee" of pupils could be formed to organize the display and keep it up to date.

CHINESE PROVERBS (page 18)

Among the many appealing characteristics of the Chinese is their use of succinct proverbs that provide wise observations on almost every aspect of human behavior. Having pupils try to interpret such sayings in language related to their own experiences can be an interesting and useful exercise. Here are a few examples that can be introduced during the study of life on the Chingshan commune. Pupils might be encouraged to find others.

Families blessed with old people have jewels.

A big heart is better than an big house.

Don't be afraid to go slow. Do be afraid to stand still.

When you walk through a neighbor's melon patch, don't stop to tie your boots.

Water that is far away cannot put out a fire that is near.

He who looks for mud does not find jade, even when he sees it.

Cultures generally have their own favorite sayings. Another interesting exercise would be to have pupils collect and explain the proverbs of their own and other countries.

Interest item. The illustrations for this story are by Richard Gregory, a free-lance artist and part-time teacher who developed his collection of typical scenes from first-hand experiences during his recent travels in Asiatic countries.

LIFE IN THE CHINGSHAN COMMUNE (pages 12-21)

This important section describes life on a rural commune as it is today. The teacher and pupils may elect to read through the whole section first to get an overview, and then reread for a more thorough study and discussion of each topic in turn. Most teachers will also want to broaden the discussion to encourage *comparisons* between life on a commune and life in rural communities in the pupils' own country.

Regular reference to the resource section of the study on pages 34-39 should also be encouraged to help pupils contrast conditions today with those that prevailed in the past. The following observations are included to provide teachers with additional background information.

Family. Family ties have always been very strong in China. In the past, the father's word was law. Young people were expected to obey and respect their elders. Marriages were often arranged by parents without consulting the son or daughter involved. A person's life was controlled by the family. Under the Communist Party, children are taught that loyalty to the state is more important than loyalty to the family. Respect for their elders, however, is still advocated as long as it does not conflict with communist principles.

Homes vary in China just as they do in other parts of the world. Many Chinese on the seacoast and on rivers live in junks (boats). In the north, some live in tents, called yurts, made from the hides of animals. Interested pupils may collect data and pictures of homes in other parts of China. Finding and evaluating contrasting pictures of home life in China, past and present, makes for interesting research.

Culture. Cross-reference of this section with that on China's past, pages 34-39, will also help pupils to understand the many changes that have taken place in Chinese culture.

"Let the past serve the present and let all foreign things serve China."—This slogan of Mao Tse-tung may stimulate a class discussion as to its merits and success.

Is it wise to use music, literature, art, and drama for political and economic purposes? Or does such use tend to lower standards of achievement and creativity?

WALKING ON BOTH LEGS (pages 22-25)

The slogan epitomizes the attitude of the Chinese people and their leaders toward change. At an earlier period in the revolution, foreign observers expressed the view that without the advantages of modern technology China's efforts to improve its economy were doomed to failure. China's answer has been to make maximum use of its vast human resources to achieve many of its goals. Machinery and modern techniques came later, as the capabilities and knowledge of the people increased.

While many implications of China's economic revolution will be beyond some pupils, most of them are mature enough to grasp the elementary details of the problems and to appreciate what had to be done to solve them.

The following newspaper article by Chester Ronning, noted Canadian diplomat, could be read and discussed with the class. It will provide another view on what is happening in China, as seen through the eyes of a life-long friend.

Ronning revisits his birthplace
China's Green Revolution proves an eye-opener

By CHESTER RONNING

DELTA-TUNG KUAN HSIEN.
DELTA OF PEARL RIVER. Kwangtung, China.

I arrived in Tung Kuan Hsien from Canton to see its casava processing factory and one of the ingenious ways of harnessing tide water for hydro electric plants for power and light for one of the many villages of the Tao Chiao commune.

The delta of the Pearl is a veritable agricultural paradise and today the farmers, workers and their families live in clean, neat houses of brick, seldom does one see a straw roof over mud walls.

As we drove along there were endless stretches of rice fields vegetable gardens, nan-kua pumpkins, vegetable marrow and the popular "hollow steam greens."

Before we arrived at our destination for the night, the rural workers began to set out great numbers of traps to drown the insect pests which destroy the rice crop during the flowering season.

The people of Tung Kuan Hsien welcomed us heartily. We enjoyed an excellent evening meal of rice, chicken, vegetables, fresh mushrooms, fish, and soup. For dessert we had lichees which had been picked that afternoon.

Tidal power

In the morning we set off in a motor boat to visit a village hydro-electric power plant in the Tao Chiao commune. There are 104 such plants in the whole commune which utilize the tidal waters from the ocean.

No. 1 station uses only the incoming water which has been led into a large dam. From the dam, water is admitted into a turbine which turns a grinder to polish rice or to make flour, and a layer mill which crushes leaves and stems of plants to mix with water for hog food. The turbine also runs a generator which provides light for the families of the village.

Unless you have been in the dark, dismal, smelly villages of China's past, you will not realize how tremendously village life has been changed by electric lights and power to replace the drudgery of eternal grinding by hand.

Miracles wrought

Today my eyes have seen agricultural miracles wrought in China's rural society. Farmers, workers, technicians and research workers have co-operated to achieve a transformation affecting the great masses of China's rural population. These people are enthusiastic about the changes which have raised the standard of living as a result of their acceptance of Chairman Mao's stress on the scientific approach to solve their problems and self-reliance to carry out their plans.

Mr. Ronning has written other articles like this expressing his enthusiasm for what is happening in China. Why might people tend to believe him?

If you disagree or have doubts about his opinions, what questions would you ask him?

THREE REVOLUTIONS (pages 26, 27)

This is an optional section, included for the benefit of those pupils who may be interested in the events which had some bearing on the formation of communes. The brief descriptions of the main revolution and its idealogical components may help to dispense some of the confusion that exists, even among adults, over the sequence of events, their causes, and their significance.

The extent to which the class may explore the topic, or expand on our brief treatment of it, is left to the teacher's judgment of the interest and maturity of the class.

BEFORE WE JUMP TO CONCLUSIONS (pages 28-33)

In many respects this could be the most revealing and rewarding section in the whole study. At this stage the pupils will have acquired a great deal of new knowledge, which may have modified some of their earlier impressions and thus lead them to form revised understandings and new appreciations.

The section provides pupils with opportunities to summarize their ex-

periences and to make generalizations about them. It provides the teacher with an opportunity to evaluate growth in terms of the broad objectives of the program (see Guide, pages 1 and 2) and of the specific objectives of the study (see Guide, page 6).

The unique and controversial nature of the topic is utilized in this section to develop special attitudes and skills of critical thinking which have application in every social study they may undertake in the future.

READING BETWEEN THE LINES.
Learning to examine all evidence, including photographs, for bias, objectivity, and relativity.

ARE ALL COMMUNES THE SAME?
Avoiding the tendency to generalize on insufficient evidence.

HAMILTON STUDENTS VISIT PEKING.
Learning tolerance and respect for viewpoints different from their own.

CONDUCT YOUR OWN OPINION POLL.
Willingness to express opinions and justify them.

WHAT HAVE WE LEARNED?
Learning to use the processes involved in making generalizations (gathering data, classifying, etc.)

BE A CHINA WATCHER.
Maintaining an interest in a topic after formal study has been completed.

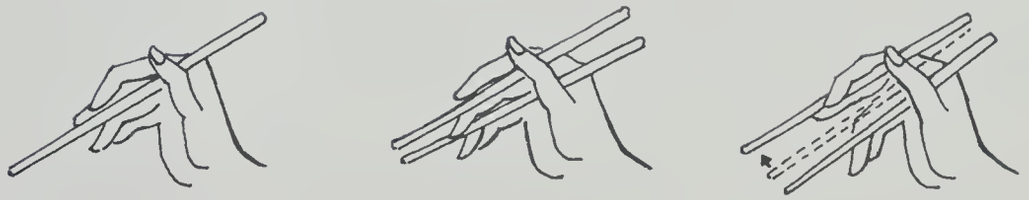
Supplementary exercises for added interest

Chopsticks

HOW TO MAKE THEM

Use sandpaper to smooth two 12-inch strips of wood—more slender than a pencil. Leave the top half square, and taper the other half to rounded ends which go into the mouth.

Add decorations with a wood-burning set, along the square parts.



HOW TO USE THEM

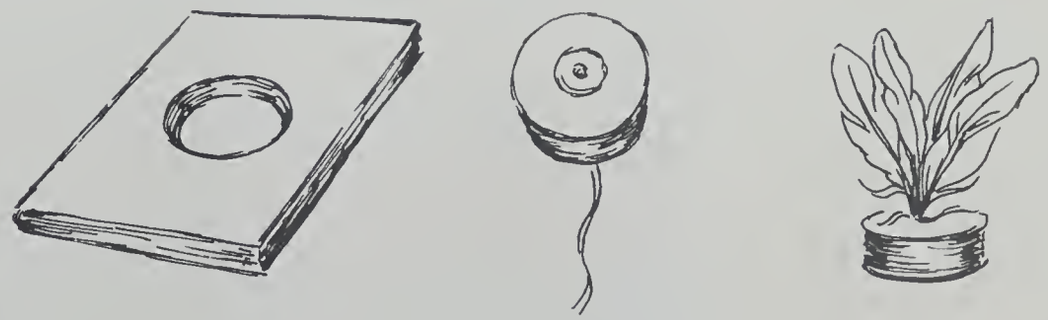
Rest one chopstick along the second finger, rest the other along the third finger. Grasp both sticks near the middle. Move the upper chopstick with the index finger and thumb. Do not move the lower chopstick as food is picked up.

Hold the chopsticks with rounded ends down and move as shown here.

A Chinese Game

SHUTTLECOCK

This game may be played in different ways as, for example, in badminton. But Chinese children are clever at keeping shuttlecocks in the air by hitting them with the knee, the shoulder, elbow, or the inside of the foot. No bat need be used.



HOW TO MAKE A SHUTTLECOCK

Cut two-inch circle from an old magazine, cutting through as many pages as you can at one time. Stack them until you have a pile about one inch high.

Tie a knot in a strong string of plastic or leather lacing, push a hole through the centre of the circles and pull the lacing through. Insert several feathers at the top and tie firmly by winding the lacing about them.

BOOKS FOR TEACHERS

Hebért, Jacques, and **Trudeau,** Pierre Elliott, TWO INNOCENTS IN RED CHINA (Toronto: Oxford University Press, 1968).

Hobbs, Lisa, I SAW RED CHINA (New York: McGraw Hill, 1966.)

Horizon, The Editors of, THE HORIZON HISTORY OF CHINA (New York: American Heritage, 1969.)

Lynch Charles, CHINA: ONE FOURTH OF THE WORLD (Toronto: McClelland and Stewart, 1965.)

Schell, Orville, MODERN CHINA, THE STORY OF A REVOLUTION (New York: Alfred A. Knopf, 1972.)

Snow, Edgar, THE LONG REVOLUTION (New York: Random House, 1972.)

Terrill, Ross, 800,000,000: THE REAL CHINA (Boston: Little, Brown, 1972.)

RETURN

8833

2 3 4 5 6 7 8 9 GL 76

DS 10 G13 V-001 TCH-GD- C-2
MCKIM AUDREY 1909-
CHINA S WAY

39335970 CURR

0000056343 65

RECOMMENDED FOR USE
IN ALBERTA SCHOOLS

DS 10 G13 v.001 tch.gd. C. 2
McKim, Audrey,1909-
China's way :

39335970 CURR

Investigating
Our World
STUDIES OF ASIA
GAGE EDUCATIONAL
PUBLISHING LTD.

Skills
knowledge
values
through enquiry

18833

B 15044